

CLYST VALE COMMUNITY COLLEGE – DISADVANTAGED LEARNERS REPORT

(Review of outcomes 2016-17, proposed spending 2017-18)

1. Introduction

Clyst Vale is committed to maximising the achievement and wider development of Disadvantaged Learners (DL) and narrowing the gap between their outcomes and those of their peers . Disadvantaged Learners funding (previously known as Pupil Premium funding) is allocated to every school based on numbers of students known to be eligible for free school meals, students who have been registered for free school meals at any point in the last six years, students who have been looked after in care, children who have left local authority care due to adoption, special guardianship order, a child arrangements order or residence order and children of service personnel. This funding is to help schools close the attainment gap between children from low-income families and other disadvantaged families and their peers. Each school can decide how to allocate this additional funding to best ensure each student thrives and makes excellent progress in their learning.

We are striving to:

- accelerate the progress of DL so that the achievement gap between DL and non-DL is narrowed and that their progress and attainment comes into line with that of the rest of the cohort
- to accelerate progress particularly amongst our higher ability DL
- to improve the literacy and numeracy of DL in KS3 particularly
- to support higher aspirations of particularly able DL
- to ensure that DL remain in education or training post16 and that those who are able to take L3 courses are supported to do so
- to ensure that DL take full advantage of opportunities for student leadership across the college
- to increase the number of DL participating in extra-curricular activities, especially residential activities

Mr A Green (Vice Principal - Curriculum) leads on Disadvantaged Learners.

2. Review of outcomes 2016-17

For 2016-17 CVCC was allocated:-

Pupil Premium	£166800
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Please note that our Looked After Children Funding is reported on separately.

Pupil Premium Expenditure for the academic year 2016-17

Cost Area	Description	Budget (rounded)	Overall intended outcomes are to reduce Gaps. Notes
Teaching and support	Additional Eng. Teaching Group Additional Maths Teaching group Additional Read2Learn Group Additional Science Group Additional TA support Additional attendance monitoring IT Support	20000 16600 3700 18300 13000 4000 3600	Extra support for DL in smaller teaching groups Extra support for DL in smaller teaching groups Supporting weakest DL readers in Y7 – aim to increase literacy skills Extra support for DL in smaller teaching groups Increased level of TA support for DL in class, intended to improve individual progress First day contact from ATHOS, to increase attendance levels Opening IT suite early am for HL and printing, increases access for DL to IT
Co Tutoring 1:1 Literacy Additional Support	Supporting DL Additional KS3 Literacy Skills Room Interventions	21300 5000 14000	Prioritised co-tutor meeting after every data drop – discussing strategies for removing learning barriers Specific reading/writing interventions to improve literacy To enable vulnerable DL to return to a normal classroom situation as soon as possible
Mentoring	SAIF underachieving DL	5000	To support individual DL to improve progress in weaker subjects
Transition	Targeted work with DL	5000	Transition co-ordinator mentoring Y7 DL – identifying and removing barriers to learning
Gateway	Alternative Curriculum course(s)	10100	Allows individuals to access alternative qualifications at a lower/vocational level
Home Learning Club	Mon-Thursday	1400	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of DL who miss HL deadlines
Total Staffing		141000	
Individual or small-group tuition	English tutor to deliver Y11 catch-up programme	1800	Improve English outcomes for DL through specific work on unpicking feedback, and exam technique
Targeted Maths DL CPD	Lunchtime small group sessions Cover for trios DL focus, courses, PP network group	800 2500	Improve Maths outcomes Skilling up teachers in classroom strategies for raising DL achievement, briefing DL lead – 7 trios focused on DL, presented their work in June twilight
Teaching resources Super-curricular DL activities	Extra revision booklets etc Departmental activities,	2000 2200	Range of subjects provided extra revision/support materials for DL Engage DL with specific subjects through special events
Additional CEIAG inputs Other Interventions	Extra careers interviews Eg Princes Trust, additional Vivo points, extra FSMs, bespoke curriculum changes, uniform, trips, G&T, revision guides, calculators, print credits etc	5000 11500	Supporting DL with career choices to ensure goals are set, thus increasing motivation; checking suitably high aspirations in terms of progression To support DL to access the full range of curricular and extra-curricular opportunities at CVCC
Total additional		25800	
Total Expenditure (rounded)		166800	

2016/17 Outcomes (based on Unvalidated ASP data published Dec 2017)

Year 11 37 Disadvantaged Learners over the year, data based on 34

Prior attainment KS2 APS	2014/15	2015/16	Y11 2016/17 (based on new KS2 scores)
All	28.3	27.99	5.01
DL	26.85	26.57	4.88
Gap DL vs non DL	-1.7	-1.81	-0.17

A8	CVCC 2015 (Estimated)	CVCC 2016 (RAISE)	CVCC 2017 (Provisional ASP)
All students	52.8	50.8	49.1
DLs	42.0	42.6	34.9
Non DLs	54.5	52.7	53.7
Gap DL v non-DL	-12.5	-10.1	-18.8
Nat non DL	53 (est)	52.7	49.5
GAP DL v Nat non DL	-11.0	-10.1	-14.6

P8	CVCC 2015 (Estimated)	CVCC 2016 (RAISE)	CVCC 2017 (Provisional ASP)
All students	0.12	-0.15	-0.13
DLs	-0.39	-0.58	-0.93
Non DLs	0.21	-0.03	+0.12
Gap DL v non-DL	-0.60	-0.53	-1.05
Nat. Non DL	+0.11	+0.12	+0.11
GAP DL v Nat non DL	-0.50	-0.70	-1.04

Attainment – Basics English and Mathematics grade 5 or above

Basics 9-5	CVCC 2015	CVCC 2016	CVCC 2017 (Provisional ASP)
All students			46
DLs			15
Non DLs			58
Gap DL v non-DL			-43
Nat Non DL			49
GAP DL v Nat non DL			-34

Attainment – Basics English and Mathematics grade C/4 or above

Basics 9-4	CVCC 2015 (A*-C)	CVCC 2016 (A*-C)	CVCC 2017 Internal data (SISRA)
All students	73	66	71
DLs	42	44	43
Non DLs	79	72	80
Gap DL v non-DL	-37	-28	-37
Nat non DL	65	70	70
GAP DL v Nat non DL	-23	-26	-27

Enter EBacc 9-4	CVCC 2015	CVCC 2016	CVCC 2017 (Provisional ASP)
All students	26	25	27
DLs	4	16	6
Non DLs	30	27	34
Gap DL v non-DL	-26	-11	-28
Nat non DLs	28	45	43
GAP DL v Nat non DLs	-24	-19	-37

Achieve EBacc 9-4	CVCC 2015	CVCC 2016	CVCC 2017 (Provisional ASP)
All students	21	18	19
DLs	4	13	3
Non DLs	24	19	24
Gap DL v non-DL	-20	-6	-21
Nat non DLs	28	29	25
GAP CVCC v Nat non DLs	-24	-16	-22

NB –

1. Please note that this cohort have been measured under new Government Performance measures, the main Progress indicator being Progress across 8 subjects and the main Attainment indicator being Attainment 8. This is reported for the second time this year, although internal data has been used to generate approximate figures for the previous year. We therefore have no series of data to show trends reliably over time.
2. Most references to the 'Gap' in this report refers to the difference between DL results and the non-DL students within the school cohort, although the new measures cite the Gaps as those between CVCC DL and national non-DL.

Commentary

We are continually striving to reduce our Attainment and Progress gaps, and to ensure that our DLs gain the qualifications and the grades that they deserve. We are confident that the proposals set out below in section 3 will achieve this and we are now seeing signs from internal tracking that our actions to support DLs are now beginning to pay off. Current Y10 and Y11 gaps are considerably smaller.

We were pleased that most of the gaps narrowed between 2015 and 2016 including the %5A*-C legacy measure, which reduced from -35.5 to -26.8. This was a pleasing reduction, especially given that the prior attainment gap for this cohort was significantly higher. However, we are concerned that gaps have opened up again in the 2017 results, and that the headline figures of A8 and P8 are too low for our DLs. Our particular challenge is to improve Progress - we know that the overall Progress figures were reduced considerably by a small number of DL who gained very few qualifications due to very particular attendance issues, almost totally beyond the influence of the school. Once 'shadow' data is calculated to remove the impact of these few, the A8 and P8 gaps are much more in line with national norms.

We are also working closely with our Subject Leaders and teachers to identify where DLs are making less progress within their subject areas, and addressing it. We are focusing particularly on reducing these gaps in Maths and English.

Interventions 2016-17

English

Approximately 75% of our Year 11 DL were in our targeted smaller teaching groups supporting them to achieve expected or higher progress. We also held weekly controlled assessment clinics, English learning drop-in and increased in-class support, of which more than half of our DL regularly attended. We are aware, as noted above, that our English progress gap is too large.

25 Y11 DLs had attended a special DL Jekyll and Hyde theatre workshop which enhanced their understanding of a required text.

April 2017 Y7 DL boys attended a special DL Sports Journalism workshop designed to re-connect students with writing

Maths

Approximately 75% of Year 11 DL were in our targeted smaller teaching groups and small group HLTA tuition was provided at lunchtime for all DL, supported by Y12 Maths students. We also held weekly Maths learning drop-in and increased in-class support. There will be a particular emphasis on Progress for DLs this year. with the Head of Maths meeting all on a rolling programme in tutor periods.

Intensive extra lunchtime sessions run by HLTA for 10 weeks, provided for 14 underachieving Y10 DL – each week focused on a common topic to make errors in.

70 Casio Scientific calculators were provided to DL students across all age groups, free of charge, to ensure equal access to the curriculum, together with revision guides for all Y10/11 Maths DL. Extra work books are being provided to all KS4 DLs free of charge this year.

General Support

Approx 65% of Y10/11DL regularly attended the Lunchtime and/or After College Home Learning study sessions, which provides TA/Cover Supervisor support for all Home Learning and Revision issues, together with full IT and printing access.

18 vulnerable DL were given support through our Skills Room intervention team at some point during the year, enabling them to either return to mainstream lessons, or supporting them to complete courses outside of the classroom. This figure represents nearly half of the Skills Room clients across the year, thus supporting a far greater proportion of DL, than other students.

All Y11 DL were given the opportunity of completing an extra GCSE-equivalent qualification – 18 went on to gain their ECDL, with 14 at L2Distinction or L2D*. This was a significantly higher percentage than non-DL.

All DLs were provided with revision guides where appropriate. 4 DL requested and were given laptops to support their learning.

All DLs were supported through the Y10/11 SAIF (Student Achievement and Intervention Forum). We have reviewed our SAIF processes for this year and are confident that there is a greater emphasis on our Groups, particularly DL, and that individualised interventions are tracked more tightly.

Other interventions included:-

- Paying for Music lessons for 2 students, resulting in increased confidence at Music GCSE for one, plus enabling another to remain engaged with school
- Numerous items of uniform and PE kit have been bought for DL, increasing confidence and a feeling of belonging to the school
- A wide range of individual subsidies for school trips, whether they be directly related to the curriculum, or indirectly

- A visiting Buddhist speaker was brought in for our Y11 DL to support their understanding within GCSE RE
- Ingredients and materials were provided for KS3 and KS4 food and textiles DL
- Y9 drama workshop which targeted DL

Careers Education, Information Advice and Guidance

All Disadvantaged Learners were given an extra individual careers and guidance interview in Year11. All students had a successfully planned progression route. 4 NEETs within the whole cohort, thus 33 out of our 37 DL are in education, employment or training.

Proposed Spending 2017-18

2017-18 DL numbers:-

	FSM	Ever 6	Services	LAC	Adopt/care	Student Total
Year 7	17	4	4	1	1	28
Year 8	19	17	3	0	0	39
Year 9	21	8	1	3	1	33
Year 10	32	19	5	3	0	59
Year 11	22	7	1	1	0	31
Year 12	4	0	1	1	0	5
Year 13	5	0	0	0	0	5
Totals	120	55	15	9	2	200

Disadvantaged Learners = 200 ie 23.1% of student population Y7-13 (24.1% of student population Y7-11)

Funding for 2017 to 2018

In the 2017 to 2018 financial year, schools will receive the following funding for each disadvantaged secondary child:-

- £ 935 if registered as eligible for free school meals at any point in the last 6 years
- £1,900 for each looked-after pupil who; has been looked after for 1 day or more, was adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order
- £300 for each child of a family in the Services

It is expected that Clyst Vale will receive £182090 in the 2017 to 2018 academic year plus £7600 for Looked After Children (reported separately). This reflects numbers of Disadvantaged Learners present in the school for April 2016 to March 2017.

Disadvantaged Learners Proposed Expenditure for the academic year 2017-18

Cost Area	Description (* = contribution towards total cost)	Budget (rounded)	Overall intended outcomes are to reduce Gaps. Notes
Teaching and Support	DL Achievement Coach Lead teacher DL Champion Lead teacher DL Literacy Skills Room Interventions for DLs *transition work DL students *additional Eng. teaching group *additional Ma. teaching group *additional Sc. Teaching group *data production *Co-tutors/teacher co-tutors/SAIF mentoring *Gateway – alternative provision *Heads of School TLRs *ATHOS – pastoral/achievement support *Counsellor *Additional TA support Additional attendance monitoring IT Support	8500 3300 3300 14000 5200 11000 11000 10000 5500 18700 5400 11400 24400 7000 21900 5000 3500	Tracking of all DL progress, one-to-one coaching with targeted underachieving DLs Working with DLs in the classroom, championing high impact teaching strategies Improved Literacy outcomes for DLs To enable vulnerable DL to return to a normal classroom situation as soon as possible Transition co-ordinator mentoring Y7 DL – identifying and removing barriers to learning Extra support for DL in smaller teaching groups Extra support for DL in smaller teaching groups Extra support for DL in smaller teaching groups Improved tracking of DL progress Co-tutor focus on removing learning barriers, SAIF process identifying students at risk of underachievement Allows individuals to access alternative qualifications at a lower/vocational level Pastoral/academic monitoring and support for all aspects of DL students’ progress Pastoral/academic monitoring and support for all aspects of DL students’ progress Individualised support for DLs with mental health concerns Increased level of TA support for DL in class, intended to improve individual progress First day contact from ATHOS, to increase attendance levels Opening IT suite early am for HL and printing, increases access for DL to IT, reconditioning laptops
Total Staffing		169100	
Home Learning Club	Mon-Friday	700	Provides an appropriate space, with access to IT, for HL/revision/catch-up – reduce % of DL who miss HL deadlines
Individual or small-group tuition	Maths and English tutors to deliver catch-up programmes in Spring term	3000	Improve Maths and English outcomes for DL through specific work on unpicking feedback, and exam technique
Targeted Maths DL CPD	Lunchtime small group sessions	500	Improve Maths outcomes
	Cover for trios DL focus, courses, PP network group	500	Skilling up teachers in classroom strategies for raising DL achievement, briefing DL lead – 7 trios focused on DL, presented their work in June twilight
Teaching resources	Extra revision booklets etc	500	Range of subjects provided extra revision/support materials for DL
Super-curricular DL activities	Departmental activities,	500	Engage DL with specific subjects through special events
Additional CEIAG inputs	Extra careers interviews	5300	Supporting DL with career choices to ensure goals are set, thus increasing motivation; checking suitably high aspirations in terms of progression
*EWO support	EWO input	1200	Ensuring improved attendance of small number of DLs with attendance issues
Other	Eg bespoke curriculum changes,	800	To support DL to access the full range of curricular and extra-curricular opportunities at CVCC

Interventions	uniform, trips, calculators, print credits etc		
Total additional interventions		13000	
Total Expenditure (rounded)		182100	

Key additional plans for this year to narrow gaps are as follows:-

- review SAIF implications for DLs, rebalance SAIF towards DLs, as a priority
- review early intervention processes to guard against non-attenders
- coaching support through DL Achievement Coach, focus on barriers to learning and attendance – working with first cohort, currently of 9 Y11s plus 22 Y10s (recognition that Y10 need extra input as over a third are DLs)
- DL lead teachers appointed – Literacy and Teaching/Learning Champion
- English and Maths catch-up tuition – aiming to start after Christmas
- support Maths, including careful analysis of tiering decisions, direct interventions from SL
- continued focus through SLs on EEF/Sutton Trust high-impact strategies, and provision of above and beyond in the classroom
- heightened focus on academic expectations on Y7/8
- tightened identification of under-performance after each data drop, and associated Link Agendas
- engagement with Next Steps SW programme to raise aspiration
- enhanced Careers provision
- online learning package – GCSEpod to be launched individually with all DLs through Achievement Coach, tutor or key worker
- continue with DL offer – reconditioned laptops, free print credits, help with music lessons, ingredients, free revision guides etc